

**Weslaco Independent School District
Justice Raul A. Gonzalez Elementary
2017-2018 Campus Improvement Plan**

Accountability Rating: Met Standard



Mission Statement

Justice Raul A. Gonzalez Elementary

The mission of Justice Raul A. Gonzalez Elementary School is to provide an educational environment in which every student is given the opportunity to learn and grow to their fullest potential both academically and socially.

Vision

Justice Raul A. Gonzalez Elementary

Justice Raul A. Gonzalez in partnership with parents and the community, will encourage children to achieve their full potential and become responsible citizens and lifelong learners.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Justice Raul A. Gonzalez Elementary is located in Weslaco, Texas. Justice Raul A. Gonzalez is one of eleven elementary schools in the Weslaco Independent School District. The campus was constructed in 2002. The student population at Justice Raul A. Gonzalez Elementary is approximately 818, and serves students in grades PK through 5th grade.

According to the most recent 2015-2016 TAP Report of our campus profile, 100% of our population are Hispanic, 76% are identified as At-Risk, 94% are identified as Economically Disadvantaged, and 50% Bilingual.

Justice Raul A. Gonzalez Elementary involves our community leaders during special events, such as America Goes Back to School Rally, Career Day, UIL events, SBDM committee meetings, and other different school events.

The students of Justice Raul A. Gonzalez Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various grade levels, such as the QUEST Program otherwise known as Gifted and Talented. All students are required to meet the passing standard of the four assessments of the State of Texas Assessments Academic Readiness (STAAR).

As the first year as a Leader in Me School, the students are learning to apply the 7 Habits of happy kids in their daily lives. This process is helping our students improve their leadership skills.

The current staff at Justice Raul A. Gonzalez Elementary is composed of 38 classroom teachers, 2 campus administrators, 2 counselors, 6 specialty teachers, 4 support staff, 8 para-professionals (Title I Part A Regular), 1 local, and 1 State Compensatory.

Demographics Strengths

Attendance rates are comparable to the state rate.

Our turnover rate for teachers is less than half of the state's rate.

The TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.

Justice Raul A. Gonzalez Elementary has many supportive parents who value the importance of education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement for for all core area contents on STAAR 3-5 for all students including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged have areas for growth. **Root Cause:** Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Student Academic Achievement

Student Academic Achievement Summary

Administrators, counselors, and teachers evaluate student achievement data by generating state testing results reports using our district purchased program (Eduphoria Aware). Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus meets in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

2015-2016 STAAR Summary 3rd-5th Grade

Accountability Rating: Met Standard

STAAR	All Students	Eco. Dis.	LEP	Sp. Ed.	Gifted and Talented	Hispanic
3 rd Grade Reading	64%	62%	57%	*	100%	64%
3 rd Grade Math	77%	75%	75%	*	100%	77%
4 th Grade Reading	69%	67%	58%	*	100%	69%
4 th Grade Math	79%	77%	71%	50%	100%	79%
4 th Grade Writing	61%	59%	53%	*	100%	61%
5 th Grade Reading	66%	65%	57%	*	100%	66%

5 th Grade Math	84%	84%	85%	33%	100%	84%
5 th Grade Science	76%	75%	69%	36%	100%	76%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELL's have a 59% rate in Reading **Root Cause:** Lack of consistency and uniformed reading instruction by all staff.

Problem Statement 2: Economically disadvantaged and ELL's have a pass rate in writing less than a 60% **Root Cause:** Lack of consistent and uniform writing program implementation by all staff.

School Processes & Programs

School Processes & Programs Summary

Justice Raul A. Gonzalez values hiring and retaining talented and effective personnel. Justice Raul A. Gonzalez uses a hiring committee consisting of administrators and teachers to make a hiring determination. A record of how applicants are interviewed and evaluated is maintained. Teacher performance evaluations are kept by the school principal. Novice teachers are provided a grade-level mentor as well as support from administration. Teachers are given the opportunity to observe mentor teachers to provide academic support.

School Processes & Programs Strengths

- Continuous professional development in the areas of reading, writing, and math to help support and promote teacher growth
- 100 % Highly Qualified Staff
- Low Teacher Turnover Rate
- Bilingual Certified Teachers
- GT Core Trained Teachers

Perceptions

Perceptions Summary

Justice Raul A. Gonzalez has a positive school climate. Teachers and faculty members work together ensure student success. Our number one priority is to provide a safe, educational environment as well as preparing them for a college ready path. Our campus Site Based Decision Making (SBDM) Committee involves the stakeholders working collaboratively to assure the needs are carefully considered and met. Our campus budget is designed and developed to meet the needs of the students, teachers, parents and our community.

Perceptions Strengths

The faculty members at Justice Raul A. Gonzalez are committed to ensure community members and students are working towards academic, social, and emotional success of our students. Our campus is committed to working together along with the district through PLC's to provide our students with the best possible education.

Our campus also works together to address student absences, tardies, and discipline referrals. Staff members are assigned a certain grade level to follow up on students with excessive absences and or tardies. This is done through phone calls or home visits.

Our campus Courtesy Committee works on building our school culture by celebrating employee successes. Teachers are rewarded with jean passes, hour lunches, recognition over the morning announcements.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- PDAS and/or T-TESS

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 1: By Spring 2018, the students will score an 80% or higher on the Social Studies CBA's

Social Studies

Evaluation Data Source(s) 1: District Assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips):</p> <p>*Concepts History *Geography *Economics *Government *Citizenship *Culture *Science, Technology and Society</p>	1	Campus Administrators Teachers Social Studies Specialist	Improved learning opportunities.				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Effective Reading Strategies in Social Studies</p> <p>Integrate the application of technology to promote a blended learning environment in social studies classrooms</p>	1	Campus Administrators Teachers	Improved performance for all populations.				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Workshop and training for Social Studies Teacher</p>	1, 3	Campus Administrators Teachers	Improve performance in benchmarks and STAAR exams				
Funding Sources: State Comp Ed (SCE) - 0.00							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 2: By Spring 2018, there will be an increase in the number of students who score at the Approach level on the Science STAAR assessment (85% or higher)







Science

Evaluation Data Source(s) 2: Benchmarks:

Monitoring weekly lessons

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Community and Higher Learning Science Center Partnership (Pre-K-12)</p> <p>Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development</p> <p>*TSTC Challenger Learning Center professional development student facility tours and activities, including shuttle and space laboratory simulations, planetarium and Micronauts program</p> <p>*UTRGV Science Department Physics science mentor ship student program, teacher professional development, Mole Day chemicals and instructional planning</p> <p>*Frontera Audobon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events</p>	1, 2	Science Strategist Campus Administrators Department Chair Teacher					
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Foss Science Kit and Student Textbooks (K-5)</p> <p>Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities</p>	1	Campus Administrators Science Teachers	Improved performance for all populations on benchmarks and STAAR				
Funding Sources: State Comp Ed (SCE) - 0.00							

<p align="center">Critical Success Factors CSF 1</p>	1, 3	Science Teachers	Improved performance for all population on benchmarks and STAAR				
<p>3) Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies</p>	<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 3: By Spring 2018, there will be an increase in the number of students who score at the Approach level on the Math STAAR assessment (85% or higher)

Math

Evaluation Data Source(s) 3: District Math Test
Teacher Made Test

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Implement problem solving strategies, skills and activities. Problem solving strategies to include: drawing a picture, making a T-chart, acting it out, working backwards, guess and check, making an organized list, making a pattern.	1	Campus Administrators Math Teachers	Increased Performance of students on assessments * District Benchmarks * STAAR				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Critical Success Factors CSF 1 2) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics	1	Campus Administrators Math Teachers	Increased Performance of students on assessments * District Benchmarks * STAAR				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Critical Success Factors CSF 1 3) Provide staff development opportunities to enhance content knowledge and effectively implement research based instructional strategies: * Region 1 * RGVCTM	1, 3	Campus Administrators Math Teachers	Increased Performance of students on assessments * District Benchmarks * STAAR				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.







Performance Objective 4: By Spring 2018, there will be an increase in the number of students who score at the Approach level on the Reading STAAR assessment.(85% or higher) By Spring 2018, there will be an increase in the number of students who score at the Approach level on the Writing STAAR assessment (85% or higher)

ELA

Evaluation Data Source(s) 4: STAAR results, campus and district assessment Sign-In sheets, Lesson Plans, District Reading Test, Results, Campus Language Arts, Assessments, Guided Reading, Benchmark, Results SRI

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) 1) Implement a process to address TEKS, depth of knowledge, critical thinking, creative thinking, PD analytical thinking in preparation of STAAR.</p> <ul style="list-style-type: none"> * Study and review STAAR objectives and TEKS * Identify STAAR objectives and TEK that need to be implemented based on teachers understanding of STAAR *Provide staff development on identified objectives based on campus assessments and STAAR results * Model/present research-based strategies/lessons to teachers * Involve teachers in lessons * Have teachers implement strategies lessons in the classroom attend TEKS amplification trainings * Have teachers share/follow-up * Have weekly CIF meetings with ELAR * Teachers to address all areas, scope & sequence * Model DOK with classroom libraries leveled from K-5th 	1	Campus Administrators Language Arts Vertical Team Language Arts Teachers					

<p>Critical Success Factors CSF 1</p> <p>2) Provide opportunities for a literacy focus through a balance literacy framework which includes Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, Spelling, including fluency, comprehension, and vocabulary.</p>	1	Campus Administrators Teachers	<p>Performance on the Reading and Writing assessments will improve:</p> <ul style="list-style-type: none"> * Curriculum Based Assessments * District Benchmarks * STAAR Assessments 				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>Critical Success Factors CSF 1</p> <p>3) Involve students in a balanced literacy program that addressed writing and using depth and complexity and critical thinking skills to analyze the topics.</p> <ul style="list-style-type: none"> * Shared Writing Interactive * Writing Journal Writing * Guided Writing or Writing Workshop * Independent Writing * Mini-Lessons 	1	Campus Administrators Teachers	<p>Performance on the Writing assessments will improve:</p> <ul style="list-style-type: none"> * Curriculum Based Assessments * District Benchmarks * STAAR Assessments 				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>Critical Success Factors CSF 1</p> <p>4) Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark assessment system</p> <p>Provide staff development and support on myOn and Istation.</p>	1, 3	Campus Administrators Teachers	<p>Performance on the Writing assessments will improve:</p> <ul style="list-style-type: none"> * Curriculum Based Assessments * District Benchmarks * STAAR Assessments 				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 5: At-Risk population will achieve 90% mastery on all STAAR test

Guidance & Counseling

Evaluation Data Source(s) 5: STAAR results

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) * Devote 30% of counselor's time in the are of guidance curriculum through:</p> <ul style="list-style-type: none"> -Classroom presentations -Leader in Me lessons -School wide programs and other special events -Career and college awareness activities 	1, 2, 4, 8, 9, 10	Campus Administrators Teachers Counselors					
				Funding Sources: State Comp Ed (SCE) - 0.00			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Create an anti-bullying environment by providing awareness programs for our students.</p>	1	Campus Administrators Teachers Counselors					
				Funding Sources: State Comp Ed (SCE) - 0.00			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>3) Implement a strong conflict resolution program that promotes positive relationships and student success.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Campus Administrators Teachers Counselors					
				Funding Sources: State Comp Ed (SCE) - 0.00			
							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 6: All ELL students will at a 90% mastery level and build a foundation of reading and math. Bilingual

Evaluation Data Source(s) 6: STAAR results and comply with all accountability results.

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Assess all students the first 20 days of enrollment to find the student's independent, instructional and frustration levels of reading	1, 8, 10	Campus Administrators Teachers Counselors	Increase independent reading levels of all students				
				Funding Sources: State Bilingual/ESL - 0.00			
Critical Success Factors CSF 1 2) Implement model strategies to help LEP students: * small group discussions * peer tutoring * use of graphic organizers * vocabulary instruction	1, 8, 10	Campus Administrators Counselors	Establish strong academic vocabulary foundation for ELL success				
				Funding Sources: State Bilingual/ESL - 0.00			
Critical Success Factors CSF 1 3) Continue implementing leveled readers in the classroom.	1, 8, 10	Campus Administrators Teachers Counselors	Establish strong academic vocabulary foundation for ELL success				
				Funding Sources: State Bilingual/ESL - 0.00			
4) Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting	1, 3, 4, 6, 8, 9, 10	Campus Administrators Teachers Counselors	Increase English language proficiency level of all ELL's and increase percentage of the Advanced High TELPAS composite				
				Funding Sources: State Bilingual/ESL - 0.00			

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 7: By May 2018, all identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.
Dyslexia/Special Ed

Evaluation Data Source(s) 7: STAAR results

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Implement accommodations to assist eligible students in reading and writing	1, 3, 8, 9, 10	Campus Administrators Dyslexia Teacher General Ed. Teacher	Benchmark scores Six Weeks' progress report Reading and Writing STAAR				
Critical Success Factors CSF 1 CSF 3 CSF 7 2) Implement staff development on instructional strategies to assist in reading and writing	1, 3, 4, 8, 9, 10	Campus Administrators Dyslexia Teacher General Ed. Teacher	Benchmark scores Six Weeks' progress report Reading and Writing STAAR				

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 8: All student populations will achieve 100% mastery on all STAAR and increase Level III performance Advanced Academics

Evaluation Data Source(s) 8: STAAR results, number of Level III students

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Provide advanced lessons and activities that extend beyond the TEKS/STAAR framework for identified gifted students through a "pull-out" program.	1, 2	Campus Administrators Quest Teacher Teachers	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
				Funding Sources: State Gifted and Talented (G/T) - 0.00			
Critical Success Factors CSF 1 2) Monitor to ensure 100% of the classroom teachers have received training in the Nature and Needs Assessment of gifted students.	1, 2	Campus Administrators	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
				Funding Sources: State Gifted and Talented (G/T) - 0.00			

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 9: By Spring 2018, migrant students will achieve 85% mastery on Reading and Math STAAR.
Migrant

Evaluation Data Source(s) 9: STAAR results

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Implement and plan reading math curriculum in small group tutorials for grades 3rd-5th</p> <p>Provide tutoring in content areas during the school day (Make Mathematics Meaningful Project Smart) Other instructional Migrant Summer Program</p>	1, 9	Campus Administrators TIM staff Teachers	Curriculum based assessment District Benchmarks STAAR Assessments				
Funding Sources: Title I, Part C - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) All migrant students will receive appropriate school supplies in order to provide them with the necessary tools to complete their classroom assignments.</p>	1, 9	Campus Administrators TIM staff Teachers	Curriculum based assessment District Benchmarks STAAR Assessments				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 10: The Fine Arts will increase student participation.

Fine Arts

Evaluation Data Source(s) 10: UIL rosters

Summative Evaluation 10:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Students will compete and have high level on success in UIL.	1	Campus Administrators Teachers	Successful at competitions through individual and group performance.				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 11: The school library will be a user-friendly information center that will provide equal, open, and flexible access to students personnel, parents and the community.

Library

Evaluation Data Source(s) 11: Library Circulation Statistics

Summative Evaluation 11:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement reading promotions and school clubs that foster a love of reading and produce responsible citizens: *2x2 Reading List *Texas Bluebonnet Award Program *Spelling Bee *National Children's Book *National Library Week *Get Caught Reading *Dot Day		Librarian Library Assistant					







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 12: All student populations will achieve educational performance standard.

Technology

Evaluation Data Source(s) 12: STAAR results

Summative Evaluation 12:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide a variety of technology media and methods for delivery of instruction. Purchase additional mobile technology and try to achieve a 1 to 1 computer - student ratio.</p>	1, 9	Principal Campus Technology Coordinator Computer Lab Technology Asst.	Computer Lab Reports District Assessments				
Funding Sources: Title II Part D - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Ensure that students use technology as a tool to solve problems, create original products and communicate effectively by providing them with more "hands on" Technology tools</p>	1, 9	Principal Campus Technology Coordinator Computer Lab Technology Asst.	Computer Lab Reports District Assessments				
Funding Sources: Title II Part D - 0.00							
<p>Critical Success Factors CSF 1</p> <p>3) Implement Accelerated Reader to enhance students' reading. Purchase and use early reading, phonics, and phonemic awareness with the use of software and internet resources.</p>	1, 9	Principal Campus Technology Coordinator Computer Lab Technology Asst.	Computer Lab Reports District Assessments				
Funding Sources: Title II Part D - 0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 1: Gonzalez Elementary staff and students will incorporate in their classroom, presentations, and activities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 1: Strengthen and increase our parental involvement and community engagement in schools.

Evaluation Data Source(s) 1: Surveys and Parent Advisory Council

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, and social media.</p>	1, 4, 6, 8, 9, 10	Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activities.				
Funding Sources: Title 1, Part A - 0.00							
<p>Critical Success Factors CSF 5</p> <p>2) Provide aligned parent trainings and resources on effective reading strategies, PASOS, and HEB Read 3</p>	1, 4, 8, 9, 10	Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activities.				
Funding Sources: Title 1, Part A - 0.00							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 2: Establish a network of community partners that will enhance the parental involvement program

Evaluation Data Source(s) 2: Sign-In's Annual Health Fair and Volunteer Logs

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Gonzalez Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair)</p>	6	<p>Campus Administrators Community Aide Counselors Teachers</p>	When parents are engaged and participates in campus activities.				
Funding Sources: Title 1, Part A - 0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Performance Objective 1: All students will be taught by highly qualified and state certified teachers through professional development opportunities.

Evaluation Data Source(s) 1: Eduphoria and sign-in sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 2 CSF 7 1) Provide mentors and training for new teachers.	3, 4	Campus Administrators Teachers	Mentor assignments Feedback				
Funding Sources: Title II Part A - 0.00							
Critical Success Factors CSF 2 CSF 7 2) Provide appropriate job-related training for personnel.	3, 4	Campus Administrators Teachers Staff	Sign-In sheets Evaluations Feedback				

Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.

State Compensatory

Budget for Justice Raul A. Gonzalez Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.106.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,761.00
164.11.6129.00.106.8.30	6129 Salaries or Wages for Support Personnel	\$21,042.00
164.11.6129.27.106.8.30	6129 Salaries or Wages for Support Personnel	\$18,148.00
164.11.6129.80.106.8.30	6129 Salaries or Wages for Support Personnel	\$29,263.00
164.12.6129.36.106.8.30	6129 Salaries or Wages for Support Personnel	\$49,163.00
164.23.6129.00.106.8.30	6129 Salaries or Wages for Support Personnel	\$21,594.00
164.11.6141.27.106.8.30	6141 Social Security/Medicare	\$1,012.00
164.11.6141.80.106.8.30	6141 Social Security/Medicare	\$424.00
164.12.6141.36.106.8.30	6141 Social Security/Medicare	\$713.00
164.23.6141.00.106.8.30	6141 Social Security/Medicare	\$313.00
164.11.6142.00.106.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.106.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.80.106.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.36.106.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.23.6142.00.106.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6143.00.106.8.30	6143 Workers' Compensation	\$65.00
164.11.6143.00.106.8.30	6143 Workers' Compensation	\$63.00
164.11.6143.27.106.8.30	6143 Workers' Compensation	\$210.00
164.11.6143.80.106.8.30	6143 Workers' Compensation	\$88.00
164.12.6143.36.106.8.30	6143 Workers' Compensation	\$147.00
164.11.6145.27.106.8.30	6145 Unemployment Compensation	\$63.00

164.11.6145.80.106.8.30	6145 Unemployment Compensation	\$26.00
164.12.6145.36.106.8.30	6145 Unemployment Compensation	\$44.00
164.23.6145.00.106.8.30	6145 Unemployment Compensation	\$19.00
164.11.6145.00.106.8.30	6145 Unemployment Compensation	\$19.00
164.11.6146.00.106.8.30	6146 Teacher Retirement/TRS Care	\$474.00
164.11.6146.27.106.8.30	6146 Teacher Retirement/TRS Care	\$2,252.00
164.11.6146.80.106.8.30	6146 Teacher Retirement/TRS Care	\$951.00
164.12.6146.36.106.8.30	6146 Teacher Retirement/TRS Care	\$1,106.00
164.23.6146.00.106.8.30	6146 Teacher Retirement/TRS Care	\$486.00
6100 Subtotal:		\$252,120.00
6200 Professional and Contracted Services		
163-11-6219-00-106-8-23	6219 Professional Services	\$17,000.00
164.13.6219.57.106.8.30	6219 Professional Services	\$405.00
164.11.6299.57.106.8.30	6299 Miscellaneous Contracted Services	\$1,205.00
164.23.6299.57.106.8.30	6299 Miscellaneous Contracted Services	\$135.00
6200 Subtotal:		\$18,745.00
6300 Supplies and Services		
164.11.6399.00.106.8.30	6399 General Supplies	\$18,750.00
164.11.6399.57.106.8.30	6399 General Supplies	\$441.00
6300 Subtotal:		\$19,191.00

Personnel for Justice Raul A. Gonzalez Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anna Rios	Library Aide	State Compensatory	
David Ortegon	Coordinator Campus Technology	State Compensatory	
Edna Perez	Instructional Aide Pre-Kinder	State Compensatory	
Kevin Pacheco	Library Aide	State Compensatory	
Natasha Caballero	At Risk Attendance Clerk	State Compensatory	
Ninfa Garcia	Instructional Aide Pre-Kinder	State Compensatory	

Title I

Schoolwide Program Plan

Justice Raul A. Gonzalez Elementary has created a schoolwide program that is comprehensive to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Justice Raul A. Gonzalez Elementary has a comprehensive needs assessment that serves as the centerpiece of our planning process. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with teacher leaders and others. Strengths and problems were identified. Root causes were explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths and problem statements and they asked clarifying questions. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in Plan4Learning.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. The following are activities we

utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each activity in our school strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Investigate how manipulatives are used in the various core areas.
6. Identify programs within our school that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group to determine our program's effectiveness in meeting the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of our schoolwide plan. Procedures in use at Training Elementary to ensure that instruction is provided by highly effective teachers include:

1. Provide time off for targeted, high-quality professional development.
2. Provide an effective mentoring system for new teachers and teachers new to our school.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff and those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs and quality feedback.
6. Provide time for teachers to observe each other in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Justice Raul A. Gonzalez Elementary utilizes high-quality and ongoing professional development to ensure teachers and others are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meets the needs of all teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in campus programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional development throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

Justice Raul A. Gonzalez follows district procedures for recruiting and attracting high quality, state certified teachers. Please refer to the district recruiting procedures that are located at the WISD Human Resources office.

6: Strategies to increase parental involvement

Justice Raul A. Gonzalez understands that parental engagement is a major key to students' success. The community aide will meet periodically with parents and plan activities and projects to increase and strengthen parental engagement.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Although this component is primarily the transition from early childhood into elementary, Justice Raul A. Gonzalez understands the importance of creating strategies to assist students with other transitions. Staff collaborates with campus staff to provide campus visits, pre-registration sessions with the counselors, etc. so that students will have an easy transition from one campus to another.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers collect and analyze current and assessment data that describe student achievement. The data often come from less formal assessments, such as observations, or campus-based assessments. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is represented in the review process for our improvement plan. This allows teachers to evaluate the effectiveness of our academic programs by analyzing the progress of our students.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time in order to meet grade level standards. The teachers provide those students with additional assistance that is targeted to their needs. The assistance and support looks different at each grade level; however, it is always available to all students in who need it.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title I district, we have flexibility to integrate services and programs to our entire educational program and helping all students reach Meets Standard and Masters Standard levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most federal, state and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title I program.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexandra Aguilar	Community Aide	Title I Part A	
Delma Munoz	Instructional Aide Special Ed.	Title I Part A	
Leticia Chapa	Instructional Aide Special Ed.	Title I Part A	
Minerva Solis	Media Aide	Title I Part A	
Nelda Cuellar	Counselor Aide	Title I Part A	
Sylvia Arreola	LVN	Title 1 Part A	
Zulema Garza	Campus Instructional Facilitator	Title 1 Part A	

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Carina Cantu	PK/K Representative
Classroom Teacher	Sarai Valdez	1st Grade Representative
Classroom Teacher	Juan Balli	2nd Grade Representative
Classroom Teacher	Marla Cazares	3rd Grade Representative
Classroom Teacher	Vanessa Suarez	4th Grade Representative
Classroom Teacher	Monica Diaz	5th Grade Representative
Administrator	Zulema Garza	Administrator
Administrator	Rosa Garcia	Administrator
Non-classroom Professional	Flor Gonzalez	Special Education Representative
Non-classroom Professional	Kevin Warren	Specialty Representative
Parent	Jessica Trevino	Parent Representative
Parent	Delia Diaz	Parent Representative
Business Representative	Sergio Pena	Business Representative
Business Representative	Aida Linda Garcia	Business Representative
Community Representative	David Garza	Community Representative
Community Representative	David Molina	Community Representative

Campus Funding Summary

State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00
1	8	2			\$0.00
Sub-Total					\$0.00
State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS/STAAR Framework, State Adopted Textbook Interdisciplanry Unit Maps, Globes, Newspapers, Periodicals and Field Trip Experiences.		\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
Sub-Total					\$0.00
State Bilingual/ESL					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
Sub-Total					\$0.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
Title I, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$0.00
Sub-Total					\$0.00
Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
Sub-Total					\$0.00
Title II Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	1			\$0.00
1	12	2			\$0.00
1	12	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00